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ABSTRACT

This Child Development Associate (CDA) training module, one of a series of 18, is intended to provide the intern with the knowledge and skills necessary for helping children develop their body skills. The module stipulates competency-based objectives and provides essential information, suggestions, examples and learning activities on three topics related to the objectives: motor development, teachers' role in motor development, and activity development. Also included is a list of books concerning body skills development. (MP)

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# CHILD DEVELOPMENT ASSOCIATE

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OKLAHOMA C.D.A. ADVISORY COUNCIL AND STAFF JUNE, 1980

## CHILD DEVELOPMENT ASSOCIATE

The Child Development Associate Pilot Project, funded by the U. S. Department of Health, Education and Welfare, Region VI, Office of Child Development, was awarded to Eastern Oklahoma State College in the fall of 1973, where during the next two years, draft materials for competency-based training was developed. In the fall of 1975, Oscar Rose Junior College was contracted to review and revise the materials for publication. The following individuals have provided the expertise and assistance for completion of the Oklahoma Child Development Associate curriculum materials.

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TABLE OF CONTENTS


| Chapter | Title | Page |
|---|---|---|
| I | Introduction | |
| | Rationale | 1 |
| | Objectives | 2 |
| II | Self-Evaluation | 3 |
| III | Motor Development | 4 |
| IV | Teachers' Role in Motor Development | 14 |
| V | Activity Development | 26 |
| VI | Learning Activities | 30 |
| VII | Supplemental Materials | 56 |

# CHAPTER I

# INTRODUCTION

## RATIONALE

The development of physical and motor skills is as essential to children's growth and development as the development of cognitive or language skills. Without their development, children's progress in other areas may reach a plateau and further development would be difficult.

Although children run and play almost daily, specific activities need to be included in the daily schedule to assure both fine and gross motor development. In addition, some coordination skills will not develop until children have experiences using these muscles.

Body skills can be incorporated into the curriculum through indoor and outdoor activities. They should include the use of all muscles and meet the developmental needs of the children. When the sequence of motor development is understood, the teacher will have little difficulty recognizing the types of body skill experiences needed for each child.

A learning center for the development of body skills should be provided in the classroom or center. It should include materials and equipment for both group and self-selected activities and for both fine and gross motor development.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Competencies:

II. Advances physical and intellectual competence.

III. Builds positive self-concept and individual strength.

IV. Promotes positive functioning of children in a group.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Recognize the importance of body skills experiences in the young children's curriculum by providing opportunities daily for fine and gross motor development.

2. Plan, execute, and evaluate a minimum of five learning experiences for the development of body skills and body concepts.

3. Execute and evaluate a minimum of five incidental learning experiences to develop body skills and body concepts.

4. Provide learning center materials and equipment for both group and self-selected experiences to develop both fine and gross motor skills.

5. Demonstrate the importance of self-concept development through body skills experiences for young children.

6. Provide a balance of fine motor and gross motor development.

7. Emphasize the importance of body skills development to health.

8. Emphasize the use of specific body skills in other curriculum areas.

## CHAPTER II

## SELF-EVALUATION

To determine your competence in this area, read through the rationale and objectives in Chapter I and check those which you can perform successfully. This will provide an indication of your strengths and weaknesses.

Discuss this evaluation with the trainer/supervisor to determine the classroom and field experiences that will enable you to demonstrate competence in each objective.

If your self-evaluation and interview indicate that you can demonstrate competence in each objective, request an advanced-standing examination from your trainer.

# CHAPTER III

# MOTOR DEVELOPMENT

## RATIONALE

Motor development proceeds in a predictable and orderly pattern as do all other aspects of development. Both maturation and experience are essential aspects of the development of motor skills in the child who is physiologically normal.

The important role that motor development plays in relation to other aspects of development has long been recognized. It has been relatively recent, however, that research has shown the critical role of the motoric functioning in the cognitive functioning of the individual. The teacher needs to be aware of the importance of motor skills and to plan for their development in the early childhood program.

## ESSENTIAL CONTENT INFORMATION

I. Principles of Development Related to Motor Development

A. Development proceeds in an orderly and predictable sequence.

1. Achievement at each stage is dependent upon the preceding stage and influences the stage which follows.

2. Although the stages occur at varying rates with the individual, they occur in the same sequence.

3. The order in which each stage occurs is more important than when each occurs.

B. Development follows the law of developmental direction and occurs from the head downward.

1. Head region.

2. Trunk.

3. Arms and hands.

4. Legs and feet.

C. Development proceeds from the center of the body outward.

1. Gross movements give way to refined movements involving only the appropriate muscles and limbs.

2. Control of arm movement is achieved before fine motor movements such as pinching.

D. All aspects of development are interrelated.

1. The child who is proficient in motor development will more likely be competent in other areas---social, emotional, intellectual.

2. Deficiency in motor development will more likely be correlated with deficiencies in other areas of development.

E. Each individual possesses a unique rate of growth and development.

1. One determining factor is the genetic timetable of the individual.

2. This is also due to differences in opportunities for learning, training methods and motivation.

F. Development is the result of the response of the organism to the environment.

1. Competent development will not occur through maturation alone.

2. There must also be opportunities and training for learning.

3. Timing is an important factor in effective learning. Training opportunities should be correlated with maturational readiness.

II. Relationship of Motor Development to Other Areas of Development

A. Social

1. Children with good motor skills are more readily accepted as group members.

2. Children with good motor skills feel better about themselves and thus present themselves in a more competent way.

B. Emotional

1. Children who feel secure about the positive use of their bodies feel greater self-confidence which is an essential component of self-concept.

2. The child with poor motor development may be excluded from the peer group which has a negative effect on feelings of self-worth.

3. Movement experiences allow for emotional expressions and release.

4. Competent movement skills make the child more self-reliant and independent of adult help.

5. Control of the body is related to control of other, less concrete types of self-control, such as the control of temper.

C. Intellectual

1. Motor development influences the ability to learn and the process of learning because children learn through the use of their bodies in relation to their environment.

a. Sensory experiences:

(1) Touch.

(2) Taste.

(3) Sight.

(4) Smell.

(5) Hearing.

b. Sensorimotor explorations:

(1) Body awareness---Awareness of parts of the body, their function and the space each occupies while performing their function.

(2) Locomotor skills---These are activities which involve coordinated movements such as jumping, skipping, running, hopping. Locomotor activities proceed in this order:

(a) Walking,

(b) Running,

(c) Jumping,

(d) Galloping,

(e) Hopping,

(f) Skipping.

(3) Balance---Relates to children's identification of the line of gravity through their bodies and where they are at all times in relation to it.

(4) Spatial awareness---Relationships among persons and objects defined according to the individual's perception of their position in space; the mental reconstruction of space.

(5) Laterality---An internal process which is an awareness of the right and left side of the body which allows the child to use both sides of the body automatically.

(6) Directionality---The awareness of directions ---up, down, right, left, forward, backward and later, north, east, south, and west. This is established after laterality.

2. Motor development influences initiative to learn. Children who are energetic, socially competent and feel good about themselves will be able to direct energies toward learning.

3. Motor development influences the characteristics related to learning, such as curiosity and discovery which are essential elements of intellectual development. Motorically competent children actively explore and act upon their environments.

4. Movement experiences help children associate concepts and words with their movement experiences.

5. Movement experiences are essential for developing a hierarchy of learning which later makes abstract thinking possible.

III. Relationship of Maturation and Learning to Motor Development

A. Both maturation and learning are involved in motor development and skills.

B. The majority of children develop certain motor skills in a specific sequence within a certain time span.

C. Specific instruction in body skills does not foster advanced development unless the organism is physiologically ready to profit from experience.

D. Readiness for learning motor skills is dependent upon a combination of physical maturation and psychological motivation.

IV. Development of Motor Skills

A. After gross motor movements are controlled, children begin to develop skills.

B. Motor skills are fine coordinations in which smaller muscles play a role in ability. There are two major categories of motor skills:

1. Gross motor skills: running, jumping, climbing, lifting.

2. Fine motor skills: writing, play musical instruments, manipulatory work.

C. Development of skills is dependent upon practice, guidance, and motivation.

1. Practice

a. Much practice of a behavior is essential in order for individual to perfect it.

b. The quality of practice is essential in the development of skill. Bad habits can easily be formed which are very difficult to change.

c. Because children enjoy repetition, this is an ideal age for building age-appropriate skills.

2. Guidance

a. Guidance aids in the development of skills by eliminating trial-and-error learning which may be faulty.

b. Direct guidance can help the child derive greater satisfaction from the activity because the end result is better.

c. Modeling is one of the best ways to provide direct guidance. However, the model must be able to perform the behavior correctly and appropriately guide the child.

d. Skills most likely to be developed through guidance are those learned in school settings, play groups, or camps.

3. Motivation

a. Children must be motivated to develop a skill in order to invest the necessary time and energy.

b. Common sources of motivation are the following:

(1) Personal satisfaction,

(2) Adult approval,

(3) Peer approval,

(4) Compensation for inadequacy in other areas.

c. Motivation can be threatened when children set personal goals too high.

d. Motivation can be threatened when adults set goals for children that are too high.

## MOTOR DEVELOPMENT-INFANCY

Developmental tasks: Reaches with hands, grasps, and manipulates objects; upright locomotion; coordination of eyes and body movements; takes in solid foods.

| Birth to 3 months | 3 to 5 months | 5 to 9 months |
|---|---|---|
| Smiles spontaneously<br>Lifts head when supported at shoulders<br>Holds head steady without support<br>Responds to bell or rattle<br>Reaches | Smiles in response to others<br>Smiles at mirror image<br>Laughs<br>Rolls over<br>Holds head steady and erect when in a sitting position<br>Uses arms and hands in reaching<br>Uses both hands to grasp object offered<br>Begins crawling movements | Squeals with joy or pleasure<br>Transfers an object from one hand to the other<br>Reaches and grasps toy<br>Sits without support<br>Holds two toys or cubes<br>Creeps and crawls<br>Can self-feed with finger foods<br>Stands with support |
| **6 to 12 months** | **9 to 15 months** | **11 to 15 months** |
| Pulls to sitting position without help<br>Stands by holding on to something<br>Crawls or moves on stomach or in a sitting position without walking<br>Uses thumb and finger for grasping<br>Self-feeds with food items such as crackers<br>Pulls and pushes toys and objects<br>Imitates speech sounds | Stands alone<br>Walks while holding on to something<br>Looks at pictures in baby picture book<br>plays with blocks | Walks alone in a toddling fashion<br>Climbs on furniture<br>Grasps small objects with thumb and finger<br>Imitates words<br>Holds cup and bottle alone<br>Drinks from a cup<br>Shows right or left handedness |
| **12 to 18 months** | **14 to 17 months** | **15 to 22 months** |
| Turns pages of a book<br>Says about three words<br>Builds tower of two cubes<br>Scribbles spontaneously | Runs<br>Throws ball overhand without control of direction<br>Uses spoon; spills easily<br>Points to parts of face---nose, ear, mouth, chin<br>Points to parts of doll---hair, mouth, hands, feet<br>Uses words to make wants known | Walks up steps with help<br>Walks backwards<br>Removes simple items of clothing<br>Eats with a spoon<br>Builds tower of three cubes<br>Carries and hugs doll or stuffed animal<br>First tooth with biting and chewing replaces mouthing and gumming |

Developmental tasks: Independence and autonomy; toilet training; acquisition of language; self-feeding and dressing; cooperating and relating with others; formulating concepts of social and physical reality.

| 18 to 30 months | 2 to 3 years | 3 to 4 years |
|---|---|---|
| Walks up steps alone | Runs | Runs, jumps, hops, skips, gallops |
| Recognizes and points to pictures | Climbs on various objects such as furniture and stairs | Climbs and descends stairs |
| Makes sentences of two or three words | Kicks ball forward | Slides in skating and a dancing motion |
| Manipulates push and pull toys easily | Throws ball overhand, but without aiming | Can march to rhythm |
| stacks and lines up blocks | Unwraps and removes covers from candy or other items, such as peeling banana | Rolls and crawls on floor |
| Turns pages with ease | Takes simple objects apart with little difficulty | Balances self on one foot |
| Tears paper | Unfastens clothing | Kicks balls |
| Puts finger into holes | Runs, jumps, tumbles, hops | Jumps over a rope |
| Waves "by-by" | Jumps and hops with one foot leading | Pedals wheel toys |
| Begins taking things apart | Climbs stairs with two feet on each step | Touches toes |
| Undresses self | Throws balls of various sizes | Does sit-ups, chin-ups, and push-ups |
| | Turns pages with ease | Throws and bounces a ball |
| | Puts fingers in openings and holes | Catches a ball or a bean bag |
| | Turns knobs by rotating wrist | Pulls and pushes objects |
| | Constructs towers by stacking several blocks | Strings beads |
| | Scribbles up and down and across | Stands on one foot for a short time |
| | Holds cup and glass with control | Builds with blocks |
| | Eats with a spoon | Cuts with scissors |
| | Begins self-dressing with independence | Uses Large crayons and pencils |
| | Undresses with ease | Rolls wrists and closes fists |
| | | Cuts out assorted shapes with scissors |
| | | Can fold paper |
| | | Screws and unscrews objects |
| | | Draws directed lines and scribbling |
| | | Manipulates puzzles with few to several pieces |
| | | Manipulates simple objects by putting parts which require little skill together |

| 3 to 4 years (Cont'd) | 4 to 5 years | 4 to 5 years (Cont'd) |
|---|---|---|
| Draws a circle---usually from a model | Climbs play equipment---jungle gym, towers, slides, and ladders | Cuts and pastes according to directions |
| Builds a tower of eight cubes---usually from a model | Balances on one foot | Maintains rhythmic beat with rhythm band and instruments |
| Manipulates spoon and fork for self-feeding | Catches and throws 3-, 5-, and 12-inch balls | Joins in games requiring group movement such as circles and dancing |
| Dresses with success except for tying shoes, bows, and manipulating some fasteners | Bounces and catches balls | Places pegs in pegboard |
| | Hops on both feet | Builds structures with tinker toys |
| | Hops on one foot---four steps | Uses real hammer and saw in simple woodworking activity |
| | Skips in unison to music | Can pour from a small pitcher into a glass |
| | Skips rope | Can hold and eat with spoon and fork correctly |
| | Participates vigorously in outdoor play | Can use knife to cut food |
| | Rides wheel toys with speed and skill | Turns corners and about-face |
| | Balances on beam or board | Self-dresses with ease |
| | Manipulates buttons, zippers, and may tie bows | Enjoys large-muscle activity---running, tumbling, climbing, fast-moving activities involving the whole body |
| | Threads beads or spools on string | |
| | Plays jacks | |
| | Pounds and rolls clay | |
| | Forms crude and some recognizable objects with clay | |
| | Places blocks horizontally on floor | |
| | Stacks blocks vertically | |
| | Creates recognizable structures with blocks | |
| | Participates in finger plays | |
| | Controls crayons, pencils, paint brushes, chalk | |
| | Understands and uses scissors | |
| | Can follow line when cutting with scissors | |

# CHAPTER IV

## TEACHERS' ROLE IN MOTOR DEVELOPMENT

### RATIONALE

Motor development is crucial to young children. It has critical implications for other aspects of children's development and will have value throughout life as a means of earning a livelihood, communicating with others and allowing for self-expression. It is essential that teachers concern themselves with providing appropriate opportunity and guidance for motor development when children are physiologically and psychologically ready.

### ESSENTIAL CONTENT INFORMATION

I. Providing Guidance for Healthy Motor Development.

A. Provide activities and equipment appropriate for the children.

1. Activities which are too advanced can frustrate and discourage the child.

2. Activities should be provided which allow for success and/or stimulate development.

B. Develop an attitude appropriate to influence healthy development.

1. Overprotection of children or an attitude of fear and doubt can inhibit children's development as they internalize these attitudes.

2. Permitting children to pursue activities which are too advanced may result in frustration and discouragement.

C. Utilize direct teaching and guidance to help children learn new motor skills.

D. Provide indirect guidance through appropriate arrangement of the learning environment to facilitate positive development.

E. Provide ample opportunities for children to have sensorimotor experiences on which to build concepts.

F. Observe individual children to see whether their motor development is relative to their overall rate of development and whether development is occuring in correct sequence.

G. Plan sequential activities for the children with lags in motor development which meet them at their current levels of functioning and move them on.

II. Motor Problems Which a Teacher Might Look for Informally Include:

A. Overactivity,

B. Fidgets,

C. Disorganization,

D. Unusually slow movements,

E. Clumsy movements,

F. Eyes and hands not functioning together,

G. Difficult fine muscle movements,

H. Unpredictable behavior,

I. Unmanageable actions,

J. Generally poor coordination,

K. Hand turned back with thumbs tucked in,

L. Hand turned backward when crawling.*

*Source: Handbook of Pupil Experiences for "High Challenge" Children, Those Children with Learning Problems. Tulsa, OK: Tulsa Public Schools, 1971.

III. Use of Developmental Records in Motor Development.

Individual records of growth and development should be kept on each child. Review and update these records at regular intervals.

A. These records help to know the age-appropriate behaviors for motor development.

B. They permit the use of standard norms of motor development.

1. Remember that charts are for the non-existent "average" child.

2. The total development of the child must be considered.

3. Compare children in relation to their individual progress.

4. Consider whether children's development is continuous and progressing in proper sequence.

IV. Promoting Motor Development and Motor Skills through Activities and Equipment.

A. Plan activities to promote motor skills and motor development daily.

B. Plan the environment so that a variety of activities and equipment is available during periods of self-selected activities.

C. Because all aspects of growth are interrelated, provide activities which satisfy children's social, emotional, and intellectual needs as well as promote motor development.

D. Provide equipment and activities to promote both gross and fine motor development and skills.

V. Various Equipment can Enhance Motor Development.

A. Gross Motor Development

1. Climbing structures.
2. Wagons.
3. Tricycles.
4. Balls.
5. Slides.
6. See-saws.
7. Blocks.
8. Crawling apparatus.
9. Workbench with saws, hammer and soft wood.
10. Balance beam, walking boards.
11. Large paint brushes.
12. Tires.
13. Tumbling mats.
14. Swings, hanging ropes.
15. Gardening tools.

B. Fine Motor Development

1. Cutting materials.
2. Finger paints.
3. Paint brushes.

4. Workbench with hammering equipment.

5. Balls.

6. Typewriter.

7. Lego bricks.

8. Lincoln logs.

9. Crayons and drawing supplies.

10. Bean bags.

11. Various types of table blocks.

12. Playdough, clay.

13. Collage materials.

14. Small cars, trucks.

VI. Various Activities can Enhance Motor Development and Motor Skills.

A. Activities for enhancing aspects of gross motor development also fit into categories for sensorimotor exploration. For this reason, these activities will be categorized according to sensorimotor functions.

B. Activities for enhancing sensorimotor development:

1. Locomotor skills---These are activities which involve coordinated movement such as jumping, skipping, climbing, hopping and running.

a. Imitate movements of various animals which utilize such movements.

b. Listen to rhythm records which give directions for various locomotor movements.

c. Plan games which utilize locomotor skills:

(1) Sack races,

(2) Hopscotch,

(3) Simon says,

(4) Squat tag,

(5) Leap frog,

(6) Pop goes the weasel,

(7) Skip to my Lou,

(8) Skip tag.

d. Plan activities which utilize locomotor skills:

(1) Hop to form geometric shapes. These can first be formed on the floor with electrical tape.

(2) Place pads on the floor to form a pattern. Hop from square to square to repeat the pattern.

(3) Hop on one foot to a target point and hop back.

(4) Jump forward, sideways, and backward.

(5) Broad jump.

(6) Jump in and out of an object.

(7) Walk over different surfaces to note different textures---water, mud,, smooth board, rocks, etc.

(8) Walk to different rhythms.

(9) Walk various shapes.

(10) Walk by bending over and grasping ankles.

(11) Walk a maze.

(12) Run a straight line, wavy line, geometric shapes.

(13) Run and change directions on signal.

(14) Run in place.

(15) Skip while doing specific commands, such as "Skip to the table and get the red crayon."

(16) Skip geometric shapes.

(17) Skip to music with a partner.

2. Body awareness---Refers to the child's awareness of the parts of the body, the function of each part and the space occupied while performing a function.

a. Various activities develop body awareness:

(1) Children can use clay to construct figures of themselves.

(2) Fingerplays can enhance body awareness.

(3) Use riddle games about parts of the body, such as "You have two of these and you can clap them together."

(4) Give commands for use of parts of the body to each other, such as "Touch your ear to your knee."

(5) Give commands for use of the body to the environment, such as "Touch your shoulder to the floor."

(6) Art activities are also beneficial.

b. Read books and tell stories which relate to body awareness.

(1) Use rhythm records to develop body awareness.

(2) Sing songs which relate to body awareness, such as "Hokey Pokey," and "Thumbkin."

(3) Play games which enhance body awareness:

(a) Hokey Pokey,

(b) Simon Says,

(c) Looby Lou,

(d) Leap Frog.

(4) Provide puzzles of body parts.

3. Spatial awareness---Children learn to experience space in relation to their own bodies through occupation and movement through space.

a. Various activities can develop an awareness of space:

(1) Provide large boxes for children to crawl in and out.

(2) Give children commands for using their bodies or other objects in relation to objects in the environment, such as "Crawl in the box," or Get under the table."

(3) Show children different pictures related to space and ask them questions about these.

(4) Provide creative movement activities.

(5) Encourage creative dance.

b. Read books which relate to space.

4. Balance---The ability for children to position their body in equilibrium with the surrounding space.

a. Various activities can develop balance:

(1) Balance beam activities,

(2) Balance on one foot and then the other; hold for specific time counts.

(3) Balance on knees,

(4) Balance on tiptoes,

(5) Do an "elephant walk" with children bending at the waist and arms hanging limply at the sides,

(6) Walk forward and backward on knees,

(7) Do ladder activities. Walk forward with feet on outside of ladder; walk by stepping on rungs; by stepping between rungs.

(8) Singing games,

(9) Creative dance,

(10) Dances involving skipping and hopping.

5. Laterality---An inner awareness that we have a left and right side and we use one hand for skilled activities.

   a. Various games can develop laterality:

      (1) Hokey-Pokey,

      (2) Simon Says,

      (3) Hopscotch---Children can hop all the way through on one foot and then the other,

      (4) Bean bag.

   b. Use rhythm records which emphasize laterality.

   c. Plan activities to develop laterality:

      (1) Place footprints made from an adhesive material on the floor. Have children follow them.

      (2) Place footprints and handprints on the floor for children to follow.

      (3) Do finger or easel painting with both hands at the same time.

      (4) Do activities such as bouncing or throwing a ball with the right hand, then the left hand.

      (5) Balance beam activities.

6. Directionality---The awareness of directions---up, down, right, left, forward, backward, and eventually north, south, east and west. It is established after the child has established laterality.

   a. Use rhythm records which teach directionality.

b. Plan games which can be used to teach directionality:

(1) Hokey-Pokey,

(2) Looby Lou,

(3) Simon Says.

c. Plan activities for teaching directionality:

(1) Make up an obstacle course to go under, over, around, through, etc.

(2) Give directions for use of the body for children to follow, such as "Step to the right, shake your head up and down," etc.

(3) Do locomotor activities and turn to the right, left, walk upright, etc.

(4) Have children trace both hands and both feet.

(5) Make up a treasure hunt in which directions are given which are appropriate for the skill of the children.

(6) Make a large map of the room or playground and have children find places by giving directions.

(7) Balance beam activities.

d. Provide equipment to enhance directionality:

(1) Jungle gyms,

(2) Crawling barrels and equipment,

(3) Slides,

(4) Swings,

(5) Inner tubes and tires.

C. Fine Motor Development.

1. Coordination of eyes and fingers and of the small muscles of the hand in relation to one another are essential skills which require practice when the child has matured so that these tasks can be performed.

2. Several activities develop fine motor coordination:

a. Throwing a ball or bean bag into a goal,

b. Fingerpainting and easel painting,

c. Using drawing materials including chalks, pastels, magic markers, crayons,

d. Sorting activities,

e. Using clay and playdough, or mud,

f. Tearing paper,

g. Stringing activities using macaroni, cranberries, or buttons, etc.

h. Woodworking activities,

i. Lacing activities, such as lacing cards; punch holes in two paper plates and lace together, lace shoes, etc.

j. Pouring rice, corn, water, etc. from one container to another,

k. Copying parquetry block patterns,

l. Using peg boards and copying peg board designs.

CHAPTER V

ACTIVITY DEVELOPMENT

RATIONALE

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system the individual teacher can better organize his/her time to meet the individual needs of children.

When activity plans are written in a uniform fashion a volunteer, substitute, or aide can become familiar with what is being done. In addition, the file cards provide a useful reference for future teaching of young children.

ESSENTIAL CONTENT INFORMATION

I. Components of an Activity Card.

A. Curriculum Area: e.g., Science.

B. Topic: The theme or area of study, e.g., Plants.

C. Teacher Goal: The overall purpose of the learning activity.

D. Performance Objective: The behavior(s) that the child should be able to perform upon completion of the activity.

E. Materials: A listing of all the items needed for carrying out the activity.

F. Procedure: A sequential listing of all the steps involved in carrying out the activity.

G. Evaluation: A critique of the activity to see whether the performance objectives were accomplished. The evaluation would also include statements useful for future reference about how the activity could be improved, appropriateness to this group level, etc.

II. Setting Up the Activity Card File.

A. A Suggested Curriculum Division.

1. Art.
2. Body Skills.
3. Family.
4. Health.
5. Language.
6. Mathematics.
7. Music.
8. Nutrition.
9. Play.
10. Safety.
11. Science.
12. Self-Concept.
13. Social Science.

B. Procedures for Developing the Activity Card File.

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.

III. Activity File Card.

Reduced Sample:

Curriculum Area
(Topic)

Teacher Goal:

Objective(s):

Materials:

Procedures:

Evaluation:

SAMPLE ACTIVITY FILE CARD - BODY SKILLS

Curriculum Area

Body Skills
Balance

Teacher Goal: Coordination.

Objective(s): With a five foot long balance beam placed flat on the floor, each child will be able to walk the length of the beam with their arms at their side and without falling or stepping off the beam.

Materials: Balance beam.

Procedures: Demonstrate task. Have children follow. Repeat several times.

Evaluation: Good. Have them walk the length in other ways, like sideways.

# CHAPTER VI

# LEARNING ACTIVITIES

## RESOURCE UNIT DEVELOPMENT

Develop a file of five (5) resource units for teaching various concepts of body skills. These units should be written on 5" x 8" cards for use with the activity file cards which specify the information for teaching the concepts.

Each resource unit will include the "Resource Unit Card" and "Activity File Cards" for teaching the concept. (Use the standard "Resource Unit Card" and the standard "Activity File Card" developed for the CDA program.)

TO BE TURNED IN:

Duplicates of the five "Resource Unit Cards."

NOTE: Activity File Cards to teach the concepts listed on the "Resource Unit Cards" should be developed, but are not to be turned in as a part of this assignment.

RESOURCE UNIT CARD

(Reduced Sample)

| Learning Center: | | | Curriculum Area: | | |
|---|---|---|---|---|---|
| Concept | Books, Stories, Films | Poems, Finger-plays | Songs, Rhythms, Records | Dramatic Play Themes | Outdoor Activities |
| | | | | | |

(Reverse Side)

| Learning Center: | | | Curriculum Area: | | |
|---|---|---|---|---|---|
| Concept | Art Activities | Field Trips | Cooking Experiences | Community Visitors | Other |
| | | | | | |

# BODY SKILLS RESOURCES INVENTORY

Take an inventory of the materials that you presently have in your room that can be used in the child's learning of body skills concepts. Write down at least ten of these. Then do the following with each of the ten items:

1. State the body skills concept that a child could learn with that item.

2. Briefly describe the way in which the item could be used (by the teacher or the child) for learning that body skills concept.

The format for this assignment is illustrated on the following page.

TO BE TURNED IN:

Your completed inventory form.

| Material | Concept to be Learned | How the Item Will be Used for Learning |
| --- | --- | --- |
| | | |

Learning Activity #2
(Continued)

## RESOURCE INVENTORY ADDITIONS

Refer to Learning Activity #2: Body Skills Resource Inventory. Think of other materials that could be added to expand your body skills center, and write these down on the attached form.

Select ten of these items, and write beside each the body skills concept that could be taught and the way the item could be used for learning the concept.

TO BE TURNED IN:

Your completed Inventory Additions Form.

| Material to be Added | Concept to be Learned | How the Item Will be Used for Learning |
| --- | --- | --- |
| | | |





Learning Activity #3
(Continued)

# LEARNING CENTER - BODY SKILLS

Evaluate the learning center for body skills in your classroom according to the criteria listed on the attached form. If the center is not currently being used, evaluate it when it is in operation.

To complete the assignment, refer to the qualities found in a good learning center and your resource inventory.

TO BE TURNED IN:

The completed evaluation form of the learning center.

## OBSERVATION GUIDE FOR LEARNING CENTERS

I. Interest Centers (general)

A. List the interest centers you see.
B. Are they easily identified? How?
C. Are the quiet centers separated away from the noisy areas?
D. Are they attractive and inviting?
E. Which has attracted the most children? Fewest?

II. Materials and Equipment

A. Is there a good variety?
B. Are materials available to the children?
C. Are they appropriate to the development needs of the children?

III. Pupil-Teacher Interaction

A. What is the pupil-teacher ratio?
B. Do the children behave well when the teacher is looking and badly when the teacher is not watching? Which ones?
C. Does the teacher ever physically express affection for the children?
D. Are concern and understanding expressed for the overly-aggressive child? Tell about it.
E. Are there any "loners" among the children? Who? Can you explain their behavior? Do you notice any adult interaction with these children?
F. Look for positive guidance techniques which are used.
G. How are transition times handled?

1. Is there an advance notice given?
2. Were the children lined up or did they move naturally under supervision?
3. How were the slower children handled?

IV. Body Skills Learning Center

A. What learning centers are available?
B. Is there a body skills center?
C. Is it arranged as a distinct learning center within the environment?
D. Is it together or separate from similar areas?
E. Are there materials available for experiences in the body skills center?
F. Is the center arranged to allow the child to explore independently?
G. Is the center attractive and inviting?
H. Is there anything in it that could serve to stimulate curiosity?
I. Are there currently body skills experiences for self-selected activities?
J. Are there currently-planned body skills experiences for group activities?
K. List all the equipment that you see in the body skills center. Are many children attracted to it? Can you suggest any additions or improvements?

V. Physical Setting

A. Draw a diagram of the room, locating all learning centers. Specifically note the placement of the body skills center.

B. What changes could be made in the room to improve the physical arrangement and utilization of the body skills center? Be specific.

ACTIVITY FILE CARDS

Develop at least five (5) activities for children in body skills. Use the uniform activity file card developed by the CDA program for writing up your activities.

(Reduced Sample Card)

| Curriculum Area (Topic) |
| --- |
| Teacher Goal: |
| Objective(s): |
| Materials: |
| Procedures: |
| Evaluation: |

TO BE TURNED IN:

Duplicates of the five activity cards, after the activities have been presented.

# CONSTRUCTION OF VISUAL AIDS

A. Instructions

1. Construct a visual aid for body skills.

2. The visual aid will be used for teaching a concept from one of the activity file cards that you developed for Learning Activity #5.

B. Evaluation

After your visual aid has been used, evaluate it according to the following:

a. Effectiveness in teaching the stated goal and concepts for the content area, according to your activity file cards.

b. Attractiveness, durability, originality.

TO BE TURNED IN:

1. A neatly-written description and sketch of the visual aid.

2. A neatly-written description of your evaluation of the visual aid.

# COMMUNITY VISITOR - BODY SKILLS

Invite a person in a body skills profession from your community to come to your center to talk about or teach some aspect of body skills. This person could be a dance instructor, coach, physical education instructor, etc.

EVALUATION:

After the person has talked to your class, evaluate the effectiveness of the presentation according to the following:

1. Did the theme of the body skills professional's visit fit into your program for the week?

2. Did you prepare the children well enough beforehand so that they benefitted from the visit?

3. Did you prepare the professional for the visit so that he/she was able to communicate well with the children?

4. Give an example of one child's behavior which showed that he/she learned something from the guest.

5. Could you have done anything differently in preparing for your guest that would have made the visit more effective for the children?

6. What follow-up activities have you done to reinforce the principles or concepts presented by the visitor?

TO BE TURNED IN:

A written evaluation of the visit of a body skills professional to your classroom, which includes items 1 through 6 of Evaluation, plus any other important information.

# PLANNING AND CONDUCTING A FIELD TRIP FOR YOUNG CHILDREN

All students are to plan and conduct a field trip for the various groups of preschool children by completing the following steps:

A. Select and plan a field trip appropriate for your group of preschool children, according to the criteria given for their learning of body skills concepts.

B. Write a report, in outline form, describing what you did for each step.

C. Fill out the safety checklist (attached).

D. Discuss, in a short paragraph, how your planning for the trip could have been improved.

TO BE TURNED IN:

1. A report, in outline form, on a field trip which you actually conducted with your children.

2. A short paragraph describing how your planning could have been improved.

3. Safety checklist.

## HOW TO PLAN A FIELD TRIP

1. Decide on the purpose of the field trip (in this case, the children's learning of body skills concepts), and decide whether this is the best way for achieving your learning goal. Among the general questions to ask yourself in regard to a field trip are the following:

   a. Is the length of time required appropriate for the age of the children? Will their routines of eating and sleeping be disturbed? Will they become overtired?

   b. Are the learning experiences to be gained appropriate for the age of the children?

   c. Is this an experience that the children have already had with their parents?

   d. Is the security of any child going to be threatened by leaving school with a stranger who might be helping with the field trip?

2. When a field trip is decided upon as an effective way for helping the children learn certain concepts or gain specific understandings, then list and clarify the objectives for the trip.

3. Select appropriate destination.

4. Obtain administrative approval. Investigate and observe school policies.

5. Contact the place to be visited. Get the name of your contact and discuss the following:

   a. Date
   b. Time of arrival
   c. Duration of trip
   d. Size of group (number of children and adults)
   e. Purpose of trip

6. Make a preliminary visit to gain a better understanding of what the location has to offer. Checklist for preliminary trip:

   a. Anticipate safety hazards
   b. Outline itinerary
   c. Obtain available materials (brochures, literature or pictures)
   d. Determine whether the site fulfills the purposes of the trip
   e. Make detailed plans

7. Confirm the trip by letter or telephone.

8. Obtain written permission from parents. Use forms which state that you will take every reasonable precaution to safeguard the child, but should any unavoidable accident occur, the parent will not hold you or the center responsible. Also, include the following information in "A letter to the parents":

   a. Date
   b. Time
   c. Destination
   d. Means of transportation
   e. The need for money, snack or sack lunch
   f. Appropriate clothing

9. Plan with the children. Tell them beforehand about the trip. This depends on the age of the children and how "big" or important the trip is. Yet never announce it more than two (2) weeks ahead, even for five-year-olds. Stimulate their curiosity by asking open-ended questions, showing appropriate pictures, posters or objects. Draw out questions from them on what they would like to find out. If you use a calendar with the children, let them mark it to indicate the day of the trip. Every day let the children count up to see how many more days until the trip.

10. Arrange transportation. If private cars are used, be sure that the parents have adequate liability insurance. Arrange to have two adults in each car, with one in the back seat. If the children are walking, the number of adults will vary according to the children's ages--with three-year-olds, one adult to two children; with four- and five-year-olds, one adult to four children.

11. Plan again with the children before departure. Use the following checklist:

    a. Dress (button-up, shoes tied)
    b. Name tags (if used)
    c. Behavior on bus or in cars
    d. Courtesy while there
    e. Safety rules
    f. Everyone go to the bathroom

12. After the trip:

    a. Make sure parents sign volunteer sheet.
    b. Talk about the trip with the children.
    c. Plan and execute follow-up activities.
    d. Make your own evaluation of the trip.

        1. Were questions (formulated before the trip) answered?
        2. Were there other questions that could have been asked, but were not?
        3. Did the trip meet your objectives?

    e. Write thank-you letter to the host.

## SAFETY CHECKLIST FOR TEACHERS PLANNING AN EXCURSION

| | | YES | NO |
|---|---|---|---|
| 1. | Did you plan the trip carefully with the class and with all adults accompanying the children? | ____ | ____ |
| 2. | Did you make arrangements for the children to get to their homes safely if the trip should extend longer than planned? | ____ | ____ |
| 3. | Are the drivers licensed, competent and insured? Are the vehicles in good condition and insured? | ____ | ____ |
| 4. | Did you instruct the children about their conduct in a vehicle? (No moving around once vehicle starts, no hands or arms out windows, no throwing things out windows, remaining in seats.) | ____ | ____ |
| 5. | Do children have proper means of identification? (Badge, ribbon, I.D. card, buddy system, group leader, patrols.) | ____ | ____ |
| 6. | Do you plan a roll call at various times during the trip? | ____ | ____ |
| 7. | Do you have enough adults to supervise the group? | ____ | ____ |
| 8. | Do you have a first aid kit with you, and a person trained in administering first aid? | ____ | ____ |
| 9. | Did you double check to make sure all pupils going on the trip have signed permission slips on file? | ____ | ____ |
| 10. | Did you inform your children to dress for the occasion and for the weather? | ____ | ____ |
| 11. | Will there be sufficient time to make the return trip during normal attendance time? | ____ | ____ |

| | | YES | NO |
|---|---|---|---|
| 12. | Did you make it clear to the group ahead of time that if anyone should be separated from the group, all should meet at a certain time and at a designated place? | ____ | ____ |
| 13. | Have you made it clear that you will not permit undesirable behavior during the trip? | ____ | ____ |
| 14. | Do you know what to do in event of accident or illness while on the trip? | ____ | ____ |
| 15. | Have you checked loading and unloading areas? | ____ | ____ |
| 16. | Has special provision been made for handicapped pupils? | ____ | ____ |
| 17. | Have pupils made a code of safety for use on field trips? | ____ | ____ |
| 18. | Have you planned an evaluation of the trip from the standpoint of safety? | ____ | ____ |

# MEETING INDIVIDUAL NEEDS THROUGH BODY SKILLS

Body skills activities have many purposes. It is the teacher's responsibility to develop and make available a variety of creative experiences to meet individual needs of children.

On the attached form, list the type activity, the need to be met, and the reason for selecting the activity for each type of child.

TO BE TURNED IN:

Your completed form.

| Type Child | Activity | Need Met | Reason |
|---|---|---|---|
| Meticulous (concerned with staying clean) | | | |
| Withdrawn | | | |
| Non-Verbal | | | |
| Aggressive, Over-Active | | | |
| Skilled in Fine Motor Development | | | |
| Skilled in Large Motor Development | | | |
| Unskilled in Fine Motor Development | | | |
| Unskilled in Large Motor Development | | | |

# VALUES OF ACTIVITIES

Evaluate the five activities you completed in Learning Activity #5 according to the attached form.

TO BE TURNED IN:

Five completed forms on the activities.

## VALUES OF ACTIVITIES

Activity Observed:_____

1. Of what value was this experience for the total development of the child? CHECK ONLY THOSE VALUES THAT THIS ACTIVITY WOULD PROVIDE FOR THE CHILD.

| | | |
|---|---|---|
| a. | Sensory experience | _____ |
| b. | Exploration | _____ |
| c. | Satisfaction and enjoyment | _____ |
| d. | Self-expression | _____ |
| e. | Manipulation | _____ |
| f. | Emotional release | _____ |
| g. | Exercise imagination and initiative | _____ |
| h. | Good work habits | _____ |
| i. | Learning experience | _____ |
| j. | Skill and concentration | _____ |
| k. | Eye-hand coordination | _____ |
| l. | Harmony, rhythm and balance | _____ |
| m. | Insight into own feelings | _____ |
| n. | Development of large muscles | _____ |
| o. | Development of small muscles | _____ |

2. Can you think of any other values that this activity could provide for young children? Please list.

3. For what age level do you think this activity is most appropriate? Why?

4. What variations of this activity could you use in your classroom? Please describe two.

   a.

   b.

# EVALUATION OF

# BODY SKILLS ACTIVITIES IN THE PROGRAM

Visit a child development or day care center and observe its activities relating to body skills. Evaluate what you observed according to the questions on the attached form.

TO BE TURNED IN:

Your completed form.

## BODY SKILLS ACTIVITIES IN THE PROGRAM

## EVALUATION

1. Did the body skills activities fit into the daily schedule in terms of active and quiet periods?

2. Did the activities involve the entire class, two or three small groups, one small group, or individual children only?

3. Were the children motivated? That is, did the teacher arouse their interest first?

4. Did each activity appear to be suitable to the developmental level of each child?

5. Did the teacher give needed help (as with how to handle tools), or enough structure to the activity, but not to the extent of unduly restricting creative expression?

6. Did the teacher use any direct guidance? Was it verbal or physical?

7. Did the teacher use any reinforcement techniques? Give exact quote.

8. Did the children appear to enjoy the activity?

9. Were they being creative? What evidence was there?

10. Were the children given an opportunity for exploration with the body skills medium?

11. Did the children appear to be getting satisfaction and enjoyment from this activity?

12. What other benefits can you name from this learning activity?

## STORIES FOR BODY SKILLS

Select three children's stories which contain body skills concepts. Read these stories to your class and evaluate each one according to the following evaluation form.

TO BE TURNED IN:

Your completed evaluation forms.

## EVALUATION

## CHILDREN'S BOOKS

TITLE:
AUTHOR:
CONCEPT:

| | Fair | Good | Excellent |
|---|---|---|---|
| Was it interesting? | | | |
| Was its length appropriate (5 to 15 minutes)? | | | |
| Were the pictures simple and appealing? | | | |
| How well did it teach the concept? | | | |

Your comments:

# CHAPTER VII

# SUPPLEMENTAL MATERIALS

## BODY SKILLS DEVELOPMENT

### SUPPLEMENTAL MATERIALS

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